

## Effectiveness of the Cognition Learning of ESL Students about Conditional Sentences: The Descriptive and Explanatory Analysis

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### Abstract

*The effect of conditional sentences on the cognitive learning of ESL students is important because, in different cognitive tests, the questions related to conditional sentences are included. During the studies, students should have proper awareness and knowledge about conditional sentences. Investigating the awareness, learning, knowledge as well as deficiencies about this topic is necessary. The study was survey and descriptive in nature. The quantitative as well as qualitative (QUAN-qual) method was implemented for the planned study. The explanatory sequential technique was implied. On the whole, the results of this research showed that KFUEIT students have good learning opportunities in their classrooms and a good number of students have awareness and knowledge of conditional sentences So, the results were opposite to the hypothesis of the researcher that there is no sufficient role of effect of conditional sentences on the cognitive learning of graduate students. The research will prove beneficial for ESL learners. In the end researchers has presented some recommendations on the base of research findings.*

**Keywords:** *Cognition Learning, ESL Students, Conditional Sentences, Descriptive and Explanatory Analysis, deficiencies and indicates*

### Introduction

Conditional Sentences express conclusions under temporary hypothetical assumptions. They can be numerous. As in the research, we assume with the word “if” clause. The word “if” itself may be omitted or also can be replaced.(Edgington, 2001)

For example:

- If you work hard, you will succeed.
- If I were the prime minister of my country, I would make my country’s condition better.
- If I will go to the market, I will bring better things than you.

The term topic has also been used by some researchers (Braun & Clarke, 2023)

### How Are the Conditional Sentences Used?

The conditional sentences can be used in four ways:

Use the correct structure for each conditional sentence, it’s very important.

While using different conditional modes pay attention to the verb sentences.(Dudman, 1984)

The use of a comma after the “if” clause precedes the main clause.

7mins is the estimated time for a sentence.

The main thing that should be learned about Conditional Sentences is that there are **two types of Conditional Sentences**.

The main part as well as the conditional part.

The part “if” is the conditional part of a sentence and expresses possible and imaginary situations.

#### **For examples:**

- If I do not get a scholarship, my father will be sad.
- If you take regular classes, you can get a position.
- If you run fast, you can win the game.
- In these examples the “if” parts are the conditional parts and express a possible situation. The other thing to get to know here is that in Conditional Sentences one clause depends on the other clause. One is called dependent and the other is called an independent clause. (Bhatt & Pancheva, 2006)
- As in the above examples:
- If I do not get a scholarship
- If you take regular classes
- If you run fast
- Are dependent clauses. While my father will be sad
- You can get a position
- You can win the game, are independent clauses.

Here we see when we write a sentence we write the part “if” that comes first in the sentence and to separate the second part of the sentence a comma should be used.( Bushra, Samina & Syed Khuram 2021)

In the statements of conditional Sentences, the factors or hypothetical results and their situations are discussed.

#### **Mixed Conditional Sentences**

The third type of Conditional Sentence has a possible situation from the past and its results are shown in the present, using (mixes) different parts.(Sha & Pereira, 2003) These are different from the above conditional sentences. Its main clause is written in past perfect and its “if” clause is in the present conditional If they had taught him how to make waffles (in the past), he wouldn’t have to buy a car (now) You would buy a home by the sea (now or in the future) if you had won the prize last week. The Pakistani team would have scored more in the cricket match yesterday if they were good players.(Ahmed, Amjad, Junejo, Mahmood, & Khan, 2020) Usually, mixed conditional sentences refer to the other types too, that have counterfactual patterns, refer to past time, conditional, or consequence but not both.(Rescher, 2007). There needs to be clear counterfactual patterns, which are the thinking or exploring of the outcomes that do not occur actually but can be seen in different situations and different circumstances, they can be called alternative possibilities that occurred in the past and can occur in the future.

#### **Literature Review**

Literature review is the essential part of study because its main purpose is to understand the history related to the present topic, from there we can estimate its worth (Ahmad et al., 2023; Rao et al.,

2023). The use of types, structure, and roles related to conditional sentences, now have a look at the use of tenses that speculate about happening in the sentences, such as what could happen, might have happened, or what we wish to happen, above we have seen the use of “if” in most sentences which contain the word “if”. (Garrett, 1975)

- **Conditional sentence statements:**

If to understand deductive reasoning, it’s better to first understand the statements of the conditional sentences.

- **What is the conditional statement?**

A conditional statement depends on two parts or it has two parts:

Hypothesis(if)+ condition(then).

In fact, without if-then statements the conditional sentences are nothing.

To make more clear the concept of if-then statements, have a deeper look at the forms of conditional statements. The forms are converse, inverse, and contrapositive.

What the converse statement is?

When we use if in a sentence that sentence relies on the other sentence. Expressions that are used in the sentences create a particular situation.

(Slaats, Weissbart, Schoffelen, Meyer, & Martin, 2023)

for example:

These sentences consist of two clauses: the "if clause" and the "main clause." They are used to convey ideas of possibility, hypothetical scenarios, cause and effect, or logical implications

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## **Conceptual framework**

Here are brief concepts of conditional sentences.

- **Types of Conditional Sentences**

Describe the types of conditional sentences with examples. A total of five types are there. Every type has its own sentence making structure.

- **Usage of tenses**

Describe in detail the usage of tenses in each type. In Zero\_type and Type-One

Simple Present tense is used to make the sentence, while in Type one simple past is used with would and infinitive. (Wurmbrand, 2007)

Fig.1 conditional sentences and its types

Conditional Sentences and its Types	
<b>ZERO</b> Conditional	The sentences in which both the parts of the sentence are present simple are also conditional sentences. <b>Structure:</b> If + present simple, ..... present simple. <b>Example:</b> If you heat ice, it melts.
<b>First</b> Conditional	<b>Structure:</b> If + Present Simple and will + Infinitive <b>Example:</b> 1. If it rains, I won't go to the park. 2. If I study today, I'll go to the party tonight.
<b>2nd</b> Conditional	<b>Structure:</b> If + Past Simple, conditional (Would + Infinitive) <b>Examples:</b> 1. If it rained, you would get wet. 2. If she fell, she would hurt herself.

For More types and complete PDF [CLICK HERE](#)

(Source: <https://engdic.org/wp-content/uploads/2021/01/conditional.pdf>).

## Theoretical Framework

A theoretical framework on “conditional sentences” should provide a structured foundation for understanding the key concepts, theories and Rules of structuring sentences that influence the learning of students of Bs level.(Rumaidah, 2018)This framework should help to situate existing research and provide a road map for review.

- **Conditional Sentences’ Framework**

Introduce the initial steps of making conditional sentences as a fundamental to manage the further types of conditional sentences.(Chomsky, Anderson, & Kiparsky, 1973)

Discuss the key components of conditional sentences ,including main clause and subordinate clause also called dependant and independent clauses.

- **Rules of Structuring Sentences**

Describe the rules of making or structuring conditional sentences based nature as if+simple present, will +base verb.

- **State of conditional Sentences**

Conditional sentences requires only substantial performance by the party whom condition failed.

Fig. 2 conditional sentences

## Conditional Sentences

### Structure:

A conditional sentence is composed of 2 parts:

If-clause + Main Clause

### Example:

If it rains tomorrow, we will not come.

↑  
If-clause

↑  
Main Clause

(Source: <https://www.javatpoint.com/conditional-clause>).

## Rationale of Study/Justification

The researcher chose this topic because of her interest in this topic and because of her curiosity to explore this topic.

## Statement of Problem

The effect of conditional sentences on the cognitive learning of graduate students is important because, in different cognitive tests, the questions related to conditional sentences are included. During the studies, students should have proper awareness and knowledge about conditional sentences. Investigating the awareness, learning, knowledge as well as deficiencies about this topic is necessary.

## Research Objectives

- To analyze the graduate students' cognitive learning of type-one sentences and type-two sentences in English at KFUEIT

## Research Questions

- I. What is the level of graduate students' cognitive learning of type-one sentences and type-two sentences in English at KFUEIT?

## Hypothesis

*The two hypotheses were defined as follows:*

1. Alternative Hypothesis  
There is a significant role of the effect of conditional sentences on the cognitive learning of graduate students.

## 2. Null Hypothesis

There is no significant role for the effect of conditional sentences on the cognitive learning of graduate students.

In this research, the researcher goes with the null hypothesis.

## Significance

*This study is helpful for the*

1. Researcher to understand all about the insight, perspective, theories, and many other effects related to this topic.
2. The Researcher to collect the data from the concerned department and analyze that data into quantitative.
3. Lecturers/HODs to become aware of the challenges, difficulties, and issues related area.
4. Community, Parents to become aware of their children's issues related to their studies.

## Research Methodology

“The methodical study of the procedure is called the research method”(Ahmad et al., 2023, p.207). This part of the article deals with research methodology: design of research study, population, sample, sampling, sample size, research tools, pilot study, data collection, and data analysis mentioned in this chapter as well

## Research Design

A design is a general strategy to conduct a research study. The description of the design shows the basic structure and objectives of the research study (Rasheed et al., 2021). According to the nature of the study, the variables are Cognitive Learning of Graduate Students about Conditional Sentences.

- The study was survey and descriptive.
- The quantitative, as well as qualitative (QUAN- qual) method, was implemented.
- The explanatory sequential technique was implied.

The research design was based on the survey and descriptive study. The study is exploratory/exploratory sequential.

## Population

“The population is defined as a set of individuals, data, or items from which a statistical sample is taken” (Younus et al, 2023). The term population, as used in research, refers to all the members of a particular group. It was a group of interest to the researcher, the group to whom the researcher would like to generalize the result of the study (Rasheed et al., 2024). The population of the study comprised of:

- The students of BS English studied in KFUEIT. Students of Semester 1,2,3,4,5,6,7,8 was the population of this study
- Teachers of universities & college
- So students of the entire English department of KFUEIT are the population of this study.

### 1. Targeted Population:

All the students of the English department in KFUEIT.

### 2. Accessible Population:

100BS students and 10 teachers, 8 teachers of kfueit, 1 NCBA,1 Punjab college.

## Sample, Sampling and Sample Size

**1. Sample:** The sample may be any part of the population of individuals on whom information is obtained.

**2. Sampling:** Sampling is the process of selecting individuals who participate in the research study (Iqbal et al., 2023). “the selection of specific data sources from which data were collected to address the research objectives.”(Gentles, Charles, Ploeg, & McKibbon, 2015). The researcher used cluster sampling to conduct this research.

**Table: 1 Sampling Chart**

University/college	RYk
Teachers of kfueit	8
NCBA teacher	1
Punjab college	1
BS Students	100
Total	110

**3. Sample Size** The sample size is a term used in the research to define the number of subjects included in a sample size. The cluster sampling technique was adopted for the proposed study. The desired data was collected from KFUEIT, RYK. The sample, sampling, and sample size of the study were comprised.

- University teachers with a ratio of 2 males and 8 females.
- hundred students of Bs English with a ratio of 36 male and 64 female
- As the population of this research is the entire English department of KFUEIT, so there are more than 2000 students 10% will be the size of this research.

## Research Tools

Research tools preforms vital role and aids in accumulating correct statistics from the research participants (Rao et al., 2023) . Questionnaire was used as a reseach tool in this research.

### 1. Pilot study

A pilot research is a limited feasibility study that evaluates several aspects of the approaches anticipated for a bigger, more thorough, or confirmatory investigation. Typically, researchers undertake pilot studies to assess the suitability of their proposed methodologies and procedures.

Polit and Beck, 2017.

The validity and reliability of research tools calculated:

**2. Validity:**

The validity of the questionnaire will be ensured through expert opinion. The questionnaire will be refined and modified based on experts' opinions.

**3. Content Validity Ratio (CVR)**

The researcher contacted ten national experts and distributed a questionnaire to them. Based on their responses, the content validity ratio (CVR) and content validity index (CVI) were calculated. Law she (1975) provided a standard technique for determining content validity that involves expert evaluations in psychology. After that, she suggests calculating the content validity ratio (CVR) for each question.

$$CVR = \frac{N_e - (\frac{N}{2})}{N/2}$$

CVR=(Ne - N/2)/(N/2), where Ne= number of experts voting 'essential' and N= total number of recruited experts.If experts are 10 then the CVR value will not be less than 0.62 (Lawshe, 1975; Singh & Sharma, 2015).

**Table: 2 (CVR of Type One Conditional Sentences)**

FactorSt.#	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Total Experts	Total Essentials	CVR
1.1	x	X	x	X	x	x	X	x	x	x	10	10	1
Social 1.2	x	X	-	X	x	x	X	x	x	x	10	09	0.8
Skills													
1.3	x	X	x	X	x	x	X	x	x	x	10	10	1
1.4	x	X	x	-	x	x	X	x	x	x	10	09	0.8
1.5	x	X	x	X	x	x	X	x	x	x	10	10	1
1.6	x	X	x	X	x	x	X	x	x	x	10	10	1
1.7	x	X	x	X	x	x	X	x	x	x	10	10	1
1.8	x	X	x	X	x	x	X	x	x	x	10	10	1
1.9	x	X	x	X	x	x	X	x	x	x	10	10	1
1.10	x	X	x	X	x	x	X	x	x	x	10	10	1
1.11	x	X	x	X	x	x	X	x	x	x	10	10	1
1.12	x	X	x	X	x	x	X	x	x	x	10	10	1



CVI	101.5
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Table 2 shows that the critical value of each statement is 0.80 and 1 which were above 0.62. The result shows that all statements have high content validity. The CVI value is calculated as the mean of CVR values. The CVI score is 101.5 which shows high content validity of Type One Conditional Sentences.

**Table: 3 (CVR of Type Two Conditional Sentences)**

Factor	St.#	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Total Experts	Total Essentials	CVR
Type Two Conditional Sentences	1.1	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.2	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.3	x	x	X	-	x	x	x	x	x	x	10	09	0.8
	1.4	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.5	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.6	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.7	x	x	X	x	-	x	x	x	x	x	10	09	0.8
	1.8	x	x	X	x	x	x	x	x	x	x	10	10	1
	1.9	x	x	X	x	x	x	x	-	x	x	10	9	0.8
	1.10	x	X	x	x	x	x	-	x	x	x	10	9	0.8
	1.11	X	x	x	x	x	x	x	x	x	x	10	10	1
	1.12	x	x	x	x	x	x	x	x	x	x	10	10	1
	1.13	x	x	x	x	x	x	x	x	x	x	10	10	1
	1.14	x	x	x	x	x	x	x	x	x	x	10	10	1
CVI												119.3		

Table 3 shows that the critical value of each statement is 0.80 and 1 which were above 0.62. The result shows that all statements have high content validity. The CVI value is calculated as the mean of CVR values. The CVI score is 119.3 which shows high content validity of Type Two Conditional Sentences.

**Content validity index (CVI)**

The researcher employs the Yusoff (2019) CVI model to calculate the content validity index (CVI). Prior to/before calculating CVI, the relevance rating must be recorded as I (on a scale of 3 or 4) or 0 (on a scale of 1 or 2).

**Table: 4 (CVI of Type one conditopnal sentences)**

Factor	ST.#	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Experts	I-CVI	UA
Agreed														
Type One conditional Sentences	1.1	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.2	1	1	0	1	1	1	1	1	1	1	9	0.9	0
	1.3	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.4	1	1	1	0	1	1	1	1	1	1	9	0.9	0
	1.5	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.6	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.7	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.8	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.9	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.10	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.11	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.12	1	1	1	1	1	1	1	1	1	1	10	1	1
													S-CVI/UA	11.8
													S-CVI/UA	0.77
Relevance		1	1	0.92	0.92	1	1	1	1	1	1	Average	11.8	
Proportion													Relevance	
													Proportion	

Table 4 shows that the CVI value for each statement is 0.90, and 1 which shows that all statements have high content validity. The S- CVI/AVE is calculated as the mean of I-CVI VALUE. The S-CVL/Ave score is .11.8, and S-CVI/UA is 0.77 which shows high content validity of Type one conditional sentences.

**Table: 5 (CVI of Type Two Conditional Sentences)**

Factor	ST.#	E1	E2	E3	E4	E5	E6	E7	E8	E9	E10	Experts	I- CVI	UA
Agreed														
TypeTwo	1.1	1	1	1	1	1	1	1	1	1	1	10	1	1
Conditional	1.2	1	0	1	1	1	1	1	1	1	1	9	0.9	0
Sentences	1.3	1	1	1	1	1	1	1	1	1	1	10	1	1

	1.4	1	1	1	1	1	0	1	1	1	1	09	0.9	0
	1.5	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.6	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.7	1	1	1	1	0	1	1	1	1	1	9	0.9	0
	1.8	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.9	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.10	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.11	1	1	1	1	1	1	1	1	1	1	1	1	1
	1.12	1	1	1	1	1	1	0	1	1	1	9	0.9	0
	1.13	1	1	1	1	1	1	1	1	1	1	10	1	1
	1.14	1	1	1	1	1	1	1	1	0	1	9	0.9	0
													S-CVI/UA	12.7
													S-CVI/UA	0.7
Relevance Proportion	1	0.92	1	0.92	0.92	1	0.92	0.92	Average	Relevance	12.7			
									Proportion					

Table 5 shows that the CVI value for each statement is 0.90, and 1 which shows that all statements have high content validity. The S- CVI/AVE is calculated as the mean of I-CVI VALUE. The S-CVL/Ave score is 12.7, and S-CVI/UA is 0.7 which shows high content validity of Type Two Conditional Sentences.

### Reliability

Furthermore, reliability of instruments was calculated in SPSS -27 by Cronbach’s alpha

**Table:3.6 Reliability Statistics**

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.969	.968	26

technique which was as follow.

Above table shows the reliability statistics of research tools. Reliability of research instruments i.e., questionnaires was 0.968 for students’s questionnaire, through Cronbach’s alpha technique which is considered good.

### Data Collection

- The researcher shared the link <https://forms.gle/D9BEpq166pQPBD016> of google form with the students and collected the data from the sampled persons (respondents).
- The above link of the questionnaire is given to students to fill the questionnaire 100 students responded. The questionnaire was developed for data collection from BS Students of KFUEIT.

- Data from the expertise is collected by another Questionnaire in hard form, 10 teachers provided their opinions on the indicators that they are Essential, useful but not necessary, and not necessary.

### Types data collection

#### Questionnaire:

*Questionnaire used in this research had three parts:*

**1. First part: Demographic(General Information)**

The first part of the questionnaire was developed for general information i.e.name, age semester ,gender ,university, locality

**2. Second Part:Close ended Questions**

- Type of factors 2
- in 1<sup>st</sup> 12 items
- in 2<sup>nd</sup> factor 14 items

**3. Third Part of Questionnaire: Open ended Questions**

- The 5 from type-one conditional sentences and last 5 from type-two conditional sentences.
- To identified correct and incorrect sentences of three types of sentences

The data collection is the process in which the data and recording information for analysis and research purposes. In data collection different methods are used to make well informed decisions ,draw conclusions or obtain understanding into specific topic or problem.

### Data Analysis

In the data analysis process, both SPSS-27 software and Microsoft Excel are utilized to analyse and interpret the data collected. The software allows for comprehensive analysis, and the results are presented visually through tables and graphs. The tables provide a detailed description of the data, presenting the findings in a structured manner. Each statement from the questionnaire is carefully described using the tables, providing a clear representation of the responses received. Through this analysis and interpretation, researchers can gain valuable insights and make informed conclusions based on the collected data. The researcher feed the collected data into data sheet. Further, the collected data was analyzed through SPSS 27 using frequency, percentage, standard deviation and mean score.

### Research Analysis

A closes –Ended questionnaire filled by the students on google form the options provided in the questionnaire were following:

1: Never, 2: Rarely, 3: Sometimes,4: Mostly , 5: Always

**Table. 1 Type-One conditional sentences**

Items/Theams	Stat.	Never	Rarely	Sometimes	Mostly	Always	Total	Mean	Std.Deviation
Type one	F	10	12	41	21	16	100	3.21	1.16

depends on the dependent and independent clauses	%	10%	12%	41%	21%	16%	100%		
They also called open conditional sentences	F	12	11	33	32	12	100	3.21	1.17
	%	12%	11%	33%	32%	12%	100%		
The main clause will and infinitive	F	13	9	39	25	14	100	3.18	1.19
	%	13%	9%	39%	25%	14%	100%		
The simple present tense is used in independent type-one sentences	F	10	14	31	24	21	100	3.32	1.24
	%	10%	14%	31%	24%	21%	100%		
Use of possible and Imaginary sentences	F	11	12	35	30	12	100	3.19	1.15
	%	11%	12%	35%	30%	12%	100%		
Use Example to describe one-type sentences	F	13	11	35	22	19	100	3.24	1.26
	%	13%	11%	35%	22%	19%	100%		
Understanding of one-type conditional sentences	F	14	13	36	18	19	100	3.15	1.28
	%	14%	13%	36%	18%	19%	100%		
The infinitive version "to" is usually used	F	10	16	30	27	17	100	3.25	1.21
	%	10%	16%	30%	27%	17%	100%		
The infinitive version is also used to describe	F	9	10	38	20	23	100	3.38	1.21
	%	9%	10%	38%	20%	23%	100%		
Understanding the difference between one-type and type-two	F	14	14	33	16	23	100	3.20	1.33
	%	14%	14%	33%	16%	23%	100%		

Use of “will” in interrogative sentences	F	16	10	33	26	15	100	3.14	1.27
	%	16%	10%	33%	26%	15%	100%		
Use of one-type structure in the sentence	F	10	11	31	25	23	100	3.40	1.24
	%	10%	11%	31%	25%	23%	100%		
Total	F	145	146	415	286	214	1206	38.87	13.45
	%	12%	13%	34%	24%	17%	100%		

Table 1 presents the Type-One conditional sentences. Data analysis presents that 100 % type-one conditional sentences while 12% of respondents selected ‘Never’, 13% of respondents selected ‘Rarely’, 34% of students selected ‘sometimes’, while 24% of students selected ‘Mostly’, and 17% students selected ‘Always’.12% were undecided or they ‘Never’ used one conditional sentences according with the given statement. As a whole majority of students used sometimes Type-One conditional sentences. The mean score is 38.87 and SD is 13.45.

**Table. 2 Type-Two Conditional Sentences**

Items/Theams	Stat.	Never	Rarely	Sometimes	Mostly	Always	Total	Mean	Std.Deviation
Use Type-two of conditional sentences in hypothetical sentences	F	13	16	37	21	13	100	3.05	1.20
	%	13%	16%	37%	21%	13%	100%		
Understanding of half-conditional sentences	F	11	13	34	25	17	100	3.24	1.21
	%	11%	13%	34%	25%	17%	100%		
Use of “would” and “infinitive” in the main or independent clause	F	12	19	35	19	15	100	2.46	1.08
	%	12%	19%	35%	19%	15%	100%		
Simple past tense is used in the “if” clause	F	9	21	34	25	11	100	3.32	1.19
	%	9%	21%	34%	25%	11%	100%		
Use of past tense in type-two conditional sentences	F	11	8	48	20	13	100	3.27	1.28
	%	11%	8%	48%	20%	13%	100%		
Use Example to	F	9	13	32	28	18	100	3.33	1.19

describe two-type sentences	%	9%	13%	32%	28%	18%	100%		
Understanding of structure of type-two conditional sentences	F	10	17	36	17	20	100	3.20	1.24
	%	10%	17%	36%	17%	20%	100%		
Use of “would” in interrogative sentences	F	9	16	33	26	16	100	2.46	1.08
	%	9%	16%	33%	26%	16%	100%		
Understanding the condition of sentence	F	10	13	28	33	16	100	3.32	1.19
	%	10%	13%	28%	33%	16%	100%		
Understand the difference between type-one and type – two and type-three	F	12	14	29	25	20	100	3.27	1.28
	%	12%	14%	29%	25%	20%	100%		
Use conditional sentences while writing a polite request	F	12	13	33	29	13	100	3.18	1.19
	%	12%	13%	33%	29%	13%	100%		
Understanding the sentence of type-two sentence	F	13	19	32	25	11	100	3.02	1.19
	%	13%	19%	32%	25%	11%	100%		
Use of half-open condition while giving a piece of advice	F	9	8	46	24	13	100	3.24	1.08
	%	9%	8%	46%	24%	13%	100%		
Understanding the sentence of half-open conditional sentence	F	15	15	35	26	13	100	3.13	1.19
	%	15%	15%	35%	26%	13%	100%		
Total	F	155	205	492	343	209	1404	43.49	16.59
	%	11%	15%	35%	24%	15%	100%		

Table 2 presents the Type-Two conditional sentences. Data analysis presents that 100 % type-two conditional sentences while 11% of respondents selected ‘Never’, 15% of respondents selected ‘Rarely’, 35% of students selected ‘sometimes’, while 24% of students selected

'Mostly', and 15% students selected 'Always'.11% were undecided or they 'Never' used zero conditional sentences according with the given statement. As a whole majority of students used sometimes Type-Two conditional sentences.The mean score is 38.87 and SD is 13.45.

## Findings

### Indicator 1: TypeOne conditional sentences

Table 2 presents the Type-One conditional sentences. Data analysis presents that 100 % type-one conditional sentences while 12% of respondents selected 'Never', 13% of respondents selected 'Rarely', 34% of students selected 'sometimes', while 24% of students selected 'Mostly', and 17% students selected 'Always'.12% were undecided or they 'Never' used one conditional sentences according with the given statement. As a whole majority of students used sometimes Type-One conditional sentences.The mean score is 38.87 and SD is 13.45. 12 items were in this table.In all items the researcher asked questions related to Type-One conditional sentences to check the ability and to check how they have interest and used that sentences in their writing. The researcher found that 34% of students responded 'Sometimes' ,they sometimes used them in their writings

### Indicator 2: Type-Two conditional sentences

Table 3 presents the Type-Two conditional sentences. Data analysis presents that 100 % type-two conditional sentences while 11% of respondents selected 'Never', 15% of respondents selected 'Rarely', 35% of students selected 'sometimes', while 24% of students selected 'Mostly', and 15% students selected 'Always'.11% were undecided or they 'Never' used type-Two conditional sentences according with the given statement. As a whole majority of students used sometimes Type-Two conditional sentences.The mean score is 38.87 and SD is 13.45. 14 items were in this table.In all items the researcher asked questions related to Type-Two conditional sentences to check the ability and to check how they have interest and use that sentences in their writing. The researcher found that 35% of students responded 'Sometimes' ,they sometimes used them in their writings

## Discussion

The three indicators of conditional sentences in Chapter 4 analyzed the awareness, interest, knowledge, learning, identify deficiencies in their learning,to recommend the techniques to recover the deficiencies and deficiencies of the students of KFUEIT.

- **Responses of indicator One:**12% of respondents selected 'Never', 13% of respondents selected 'Rarely', 34% of students selected 'sometimes', 24% of students selected 'Mostly', and 17% of students selected 'Always'
- **Responses of indicator Two:**11% of respondents selected 'Never', 15% of respondents selected 'Rarely', 35% of students selected 'sometimes', 24% of students selected 'Mostly', and 15% of students selected 'Always'.

By the close-ended Questionnaire analysis, the researcher found that the majority of students use 'Sometimes' conditional sentences in their writing.



- According to the respectively responses of two indicators of ‘sometimes’ were: 34%, and 35% the major figures got by the reactions of students. The sum of these percentages is 69%. This showed that the students of KFUEIT have a good interest in using conditional sentences.
- Respectively responses of three indicators of ‘mostly’ were 24%, and 24% the second major figure obtained by the responses of students. The sum of these percentages is 48%. This showed that the students of KFUEIT are aware of and learning about using conditional sentences.
- According to the respective responses of three indicators of ‘Always’ were: 17%, and 15% the major figures obtained by the reactions of students. The sum of these percentages is 32%. This showed that the students of KFUEIT try to gain knowledge about conditional sentences.
- According to the respective responses of three indicators of ‘Rarely’ were: 18%, and 15% the major figures were by the reactions of students. The sum of these percentages is 33%. This showed that the students of KFUEIT try to gain knowledge about conditional sentences.
- According the respectively responses of three indicators of ‘Never’ were: 12%, and 11% the major figures got by the responses of students. The sum of these percentages is 23%. Which showed that the some students of KFUEIT need to get more knowledge and should learn about conditional sentences to cover their deficiencies.

### **In the open-ended Questionnaire, the researchers**

5 from type-one conditional sentences, and last 5 from type-two conditional sentences

By the responses of students, the researcher found that out of 100 students, 88% students identified the correct and incorrect sentences and they rewrote the correct sentences.

### **Conclusion**

This study was related to the ‘An Analysis of Cognitive Learning of ESL about Conditional Sentences in English at KFUEIT’. The researcher analyzed the responses of 100 students of the two indicators: type-one indicator conditional sentences, and type-two conditional sentences. As far as the results of the two indicators are concerned according to the responses of the students the majority of the students understood the items of the questionnaire which were related to the conditional sentences. 69% of students chose ‘Sometimes’. This means they sometimes use conditional sentences in their writing or learning. 48% of students out of 100 chose ‘Mostly’. which indicates that a good number of students have an interest in and knowledge of conditional sentences. This result showed that KFUEIT students have good learning opportunities in their classrooms. The option ‘Always’ was chosen by 33 % and ‘Rarely’ by 32 % of students. There is a difference of only 1% between always and rarely. It means some of the students avail the opportunities and always use conditional sentences in their writing they have awareness and knowledge of conditional sentences. On the other hand round around the same figure, there are students who have deficiencies in their learning and need to cover those deficiencies. 23% of students chose ‘never’ which also shows that there are some deficiencies

that should be covered. On the whole, this research showed that a good number of students have awareness and knowledge of conditional sentences and they try to keep the practice of conditional sentences. The open-ended questionnaire also showed the same thing. The students understand the correct and incorrect sentences. So, the results were opposite to the hypothesis of the researcher that there is no sufficient role of effect of conditional sentences on the cognitive learning of graduate students.

## Recommendations

This study recommended that:

- Through the students who use conditional sentences sometimes they should mostly use them in their writing practice.
- The students who use rarely and never use them in their writing should focus on their learning.
- Due to time and resources, the study will be limited to KFUEIT (Khwaja Fareed University Engineering and Information Technology).
- Research conducted only on two types of conditional sentences.
- In classrooms comprehension activities techniques should be used. As listening or reading activities.

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